**Hester -7th Grade Science**

**Unit -**  Adaptations

**Objectives** Students will recall / remember prior knowledge of adaptations. (Pre Test) **Blooms** Remembering  
**Materials/Resources Needed:** pencil

**Anticipatory Set-** I will just have students put everything but their pencil away  
  
**Objective/Purpose** To see where students stand as far as how much of the material they already know about adaptations  
  
**Prior Knowledge** That’s what we will measure with the pre test **Model** None needed  
**Check for Understanding** When students finish the exam we will go over the test. This will serve as an into to the unit.   
**Guided Practice** None **Closure** I will explain to students that this is the material that we will address in the up coming unit. If they have questions over any of the material, be prepared to ask as we begin tomarrow.  
**Independent Practice** Have students go to the Wiki to look atb the material for the unit

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| **Bloom’s Taxonomy**  New Bloom Triangle Old Bloom Triangle  **New Version Old Version** | |
| **Creating**: can the student create new product or point of view? | assemble, construct, create, design, develop, formulate, write |
| **Evaluating**: can the student justify a stand or decision? | appraise, argue, defend, judge, select, support, value, evaluate, justify |
| **Analyzing**: can the student distinguish between the different parts? | compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test |
| **Applying**: can the student use the information in a new way? | choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write |
| **Understanding:** can the student explain ideas or concepts? | classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase |
| **Remembering:** can the student recall or remember the information? | define, duplicate, list, memorize, recall, repeat, reproduce, state |